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ABSTRACT

Research on reading interests suggests (1) that interest leads to knowledge, which leads in turn to increased comprehension, and (2) that high interest materials are more easily comprehended than are low interest materials by virtue of the knowledge this interest has generated. The 3-D approach to classroom reading instruction and management (directing, dividing, and diversifying) embodies continuous teacher-student interaction to encourage reading interest and improvement. First, the teacher "directs" an interactive learning process by diagnosing student needs and modifying subsequent learning tasks throughout the analysis of student feedback. When diagnosis and feedback operate correctly, the teacher will identify a number of students who comprise an instructional group, and will "divide" or assign them to work directly with the teacher on a specific instructional skill. Other groups of students will assemble as independently functioning task groups and will select and complete other activities, or "diversify." As the teacher monitors the progress of the instructional learning group and the independent task groups, he or she pays close attention to the availability of a wide range of mastery activities--creative, appealing, and accessible to students as they move from instructional group to independent groups. (Suggestions for making a creative reading center from a teacher's desk, and 10 activities students can pursue at the reading center to increase their reading interests are included.) (HTH)

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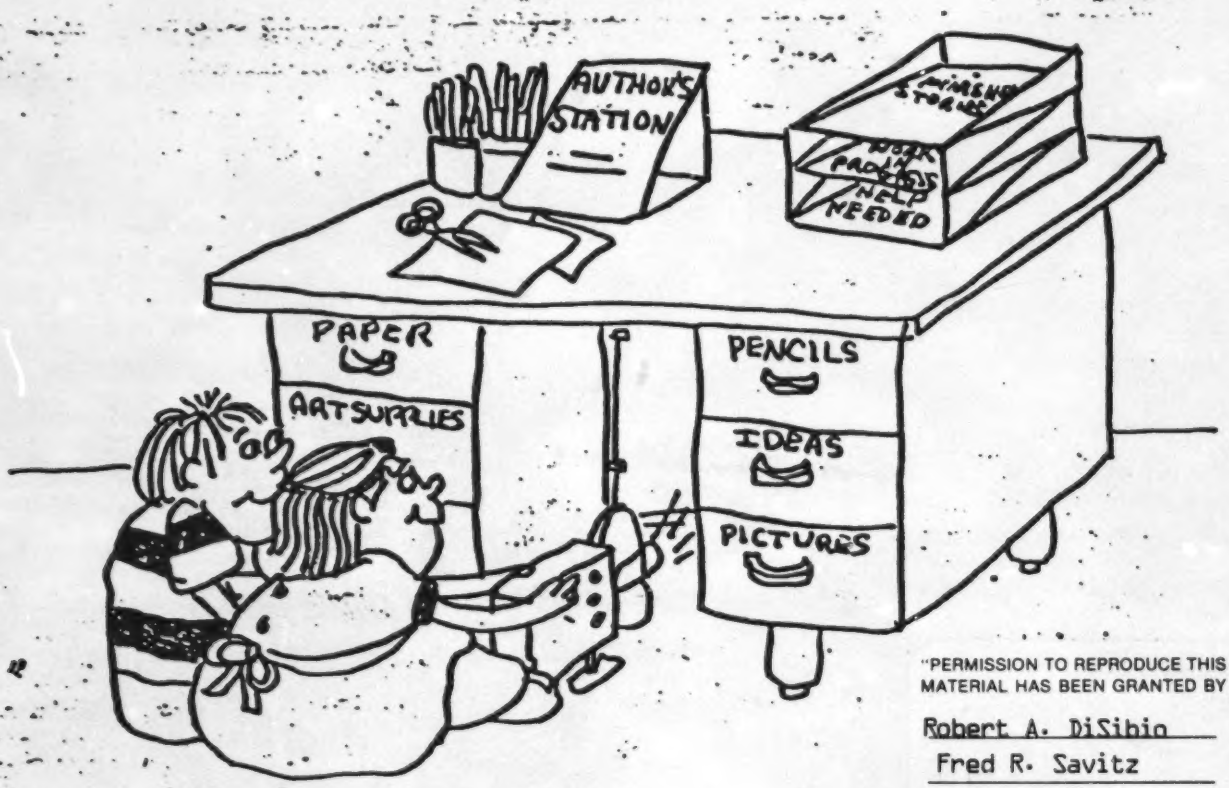
The Elementary Classroom Teacher: A Reading Facilitator



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PRE-THOUGHTS

Teaching reading is a continuing challenge to teachers. The necessity of meeting this challenge well means that teachers play and must continue to play a major role in the reading process, both in the areas of teaching techniques and societal concerns. Serious consideration must be given to the gifted, the average, and the handicapped youngsters; the poverty-stricken child; the value of multi-ethnic backgrounds; and eclectic teaching strategies. However, a major concern to the educational strategem should be the role of the elementary classroom teacher--a facilitator in her own right (DiSibio, Savitz, 1982).

REVIEW OF LITERATURE

> *Have you ever rightly considered what the mere ability to read means? That it is the key which admits us to the whole world of thought and fancy and imagination? To the company of saint and sage, of the wisest and wittiest at their wisest and wittiest moment? That it enables us to see with the keenest eyes, hear with the finest ears, and listen to the sweetest voices of all times.*
>
> *-James Russell Lowell*

This is reading! We need to get our youngsters so motivated that it enhances their interests in reading to the point that they are not aware of this newly acquired desire to read.

Cummins and Fagin suggests that interest is an emotional involvement of like or dislike which is associated with attention to some object (DeChant, 1970).

The appraisal of interests should be related to three objectives: the child should know where he is and how he feels about his reading; the teacher should know where the child is in his growth toward desirable interests and attitudes about reading; and an analysis should emphasize areas which the teacher may plan for experience leading to growth in interests (Mazurkiewicz, 1968).

.In any group of youngsters, there will be wide variations in the children's tastes and interests. The teacher must discover what those tastes and interests are.

.Reading interests and life interests bear a recipiocal relationship to each other. Through reading, the child will become interested in more things.

.The teacher is a key factor in developing a youngster's reading interests.

.Through reading, children's interests in non-reading areas can be developed.

.Interests are acquired, and like other acquired traits, are amenable to training or teaching. They are responsive to the home and school environments and are conditioned by experience.

.Television stimulates and/or inhibits the development of interests in reading depending on the youngster (Dallman, 1978).

.Steve Asker reported that fifth grade children comprehended passages more fully if they indicated a high interest in the topic than if they indicated a low interest.

.High interest materials are intriguing, and students will study them with pleasure for along period of time.

.Low interest materials are boring and do not command attention. (Guthrie, 1981).

.By the intermediate grades says Florence Pieronek, students interests have a strong influence on what they will read, so ideally stories in basal readers should reflect those interests (Pieronek, 1980)

The overall implications seem to suggest that interests leads to knowledge which leads in turn, to increased comprehension and that high interest materials are more easily comprehended than low interest materials by virtue of the knowledge this interest has generated!

THE 3-D CLASSROOM: DIRECT, DIVIDE, DIVERSIFY

> *Bear in mind that when students are asked to wait with nothing to do, four things can happen and three of them are bad: The student may remain interested and attentive; he may become bored or fatigued, losing his interest and ability to concentrate; he may become distracted or start day dreaming; or he may actively misbehave (Good, 1972).*

We know that some teachers can manage a classroom smoothly, while other teachers can barely present an assignment. We know that some teachers facilitate the movement of groups with the apparent ease of a symphony orchestra conductor, while other teachers can hardly arrange an ensemble. We detect strengths and deficiencies in ourselves and among our colleagues daily, and we always hope to find strategies for enhancing our skills as professional educators. Among the questions we implore are: How can we organize our materials effectively? Do we have a reliable schedule of daily and weekly activities? What should we plan in order to assure a satisfactory level of achievement for all of the children in our classes?

Let us assume that you are teaching in a self-contained, primary or intermediate year classroom situated within a conventional physical plant. Further, suppose that your class consists of from thirty to thirty-five youngsters of a heterogeneous mix ethnically, racially, and intellectually. Given such a challenge, you intend to implement a variety of grouping procedures for the purpose of individualizing instruction. You can visualize an ideal classroom,

divided into any number of groups of youngsters who are eagerly working at independent tasks, while the teacher and a separate group of learners are focusing intently on a specific skill to be mastered. Now that you have fixed this image in your mind, you are ready to convert it into reality by taking a 3-D approach, that is, by directing, dividing, and diversifying.

In designing the 3-D approach to classroom instruction and management, we have adapted a three dimensional model from two dimensional prototypes and structured our own design for planning and perceiving the classroom learning process. One two-dimensional model in particular, the Beginning Teacher Evaluation System (BTES) delineates the procedure that represents our primary concern, i.e., the time spent by students on pursuing learning tasks (ASCD Update, 1980).

3-D takes the BTES model, which illustrates a flow from teaching process to classroom learning to student achievement. 3-D builds upon it as the foundation of a learning pyramid which embodies continuous teacher-student interaction. Initially, the teacher will DIRECT an interactive learning process by diagnosing student needs and modifying subsequent learning tasks through the analysis of student feedback. Such feedback may appear in the form of written evaluations, standardized test scores, or informally derived assessments of progress.

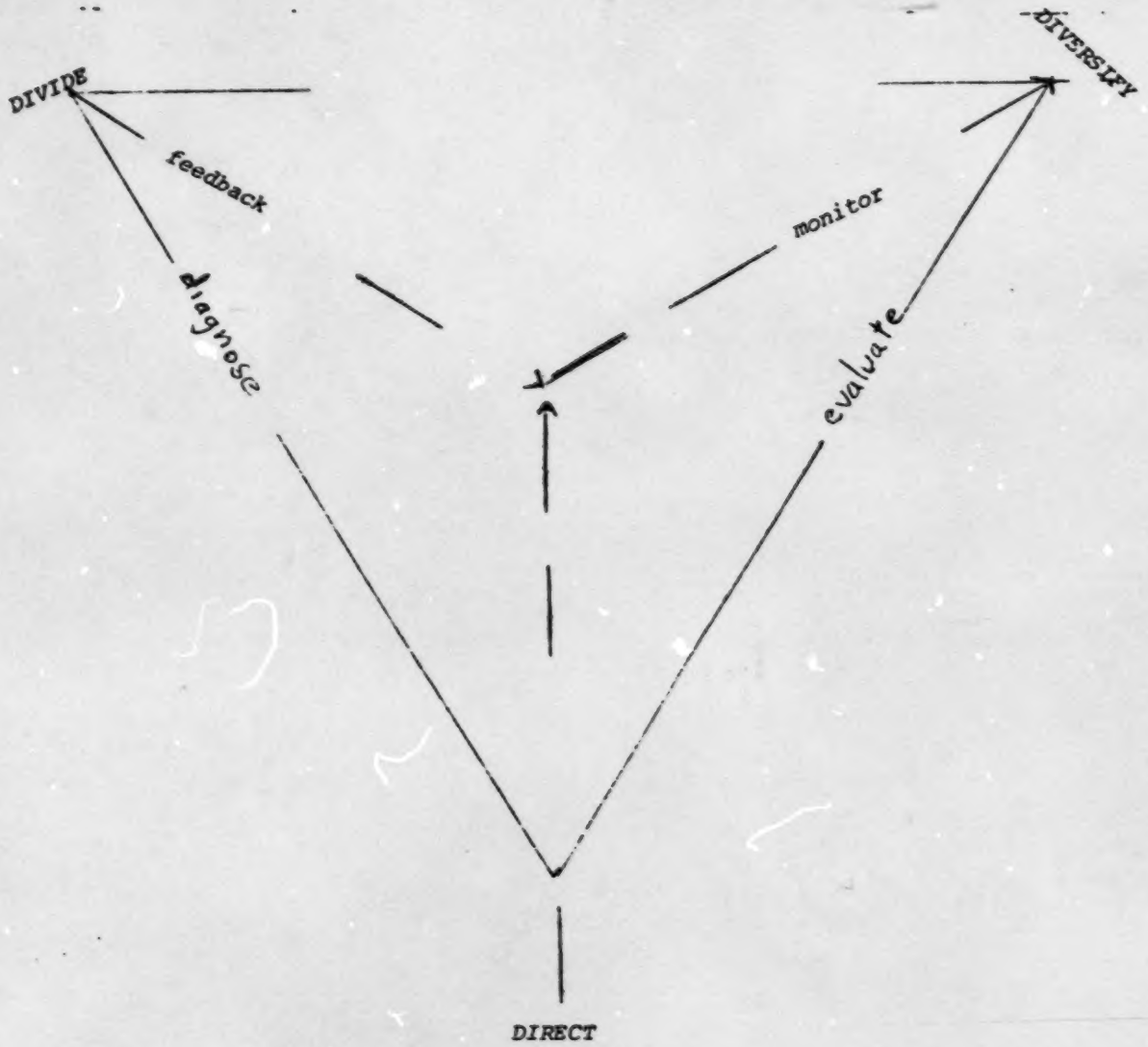
When diagnosis and feedback operate correctly, the outcome will materialize in that segment of the pyramid which we call DIVIDE. At this junction, the teacher will identify a number of youngsters who comprise an instructional group, assigned to work directly with the

teacher on a specific instructional skill. In the meantime, other groups of youngsters will assemble as independently functioning task groups. Their responsibilities consist of selecting and completing activities that emerge from the third junction of the 3-D pyramid, DIVERSIFY.

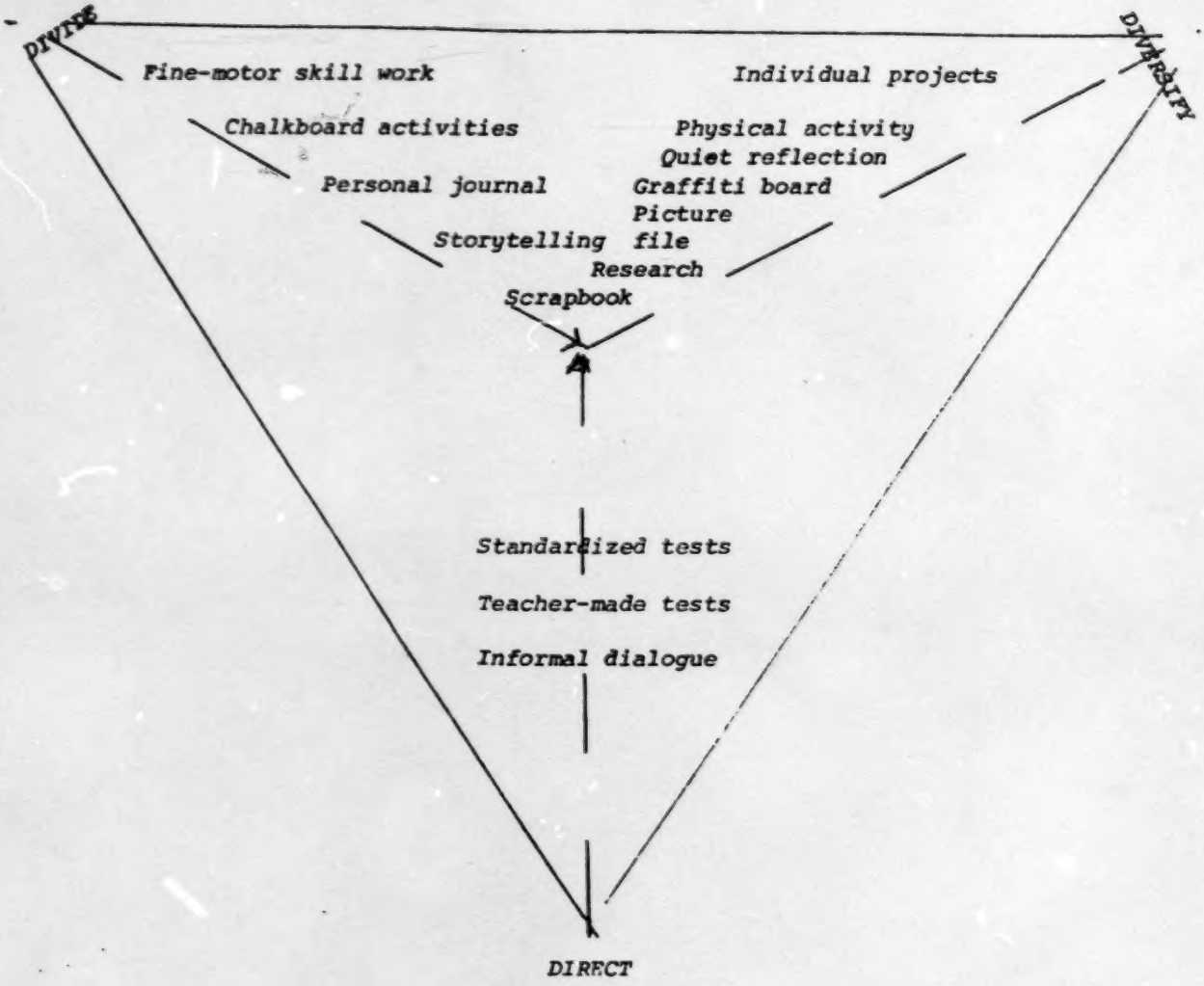
In our context, the notion of diversity implies creative classroom instruction and management. As the teacher monitors th progress of the instructional learning group and the independent task groups, close attention is paid to the availability of a wide range of mastery activities. These independent learning tasks will be accessible for youngsters to pursue as the learners flow from instructional group to independent groups. Furthermore, there will exist such a diversity of activities as to engage the efforts of a youngster in two ways: The learner will select reading activities that appeal aesthetically, physically, and intellectually; the duration of activities will be sufficiently brief to enable the coordinated flow from independent task groups back to the instructional learning group. Above all, we assert that to diversify is to escape from tradition; the elements of diversification are a departure from the tradition bound approach of workbook usage, ditto handouts, and commercial time fillers. Activities, although at first glance finite, can easily be recycled through judicious monitoring and feedback analysis in order to encompass a nearly infinite array of content or subject matter.

A THEORETICAL 3-D MODEL

instructional learning group
independent task groups



A PRACTICAL 3-D MODEL



A CENTER FOR EXTENDED READING ACTIVITIES*

Children read enthusiastically in a creative reading learning center made from a teacher's desk. If more working space is needed, you can add a table beside the desk.

Fill the desk drawers with all the tools the children will need for "reading and creating". Include an assortment of pens, crayons, felt markers and a variety of paper, drawing materials, scissors and glue.

The area of the desk should include research materials such as writing ideas, picture cards and old magazines for cutting. The activity folders for recording tasks the children assign themselves should be kept together in one drawer. Place a tiered basket labelled "work in progress," "completed reading stories" and "help needed" in one corner.

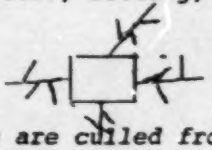
The chair opening of the desk makes a neutral "viewing area." White paper tacked inside the back of the desk will serve as the screen. Here the children can view filmstrips, filmloops and slides to help motivate themselves for creative reading tasks.

The materials and suggestions used in this center are effective with many elementary school levels.

TASK #1

.Meaningful Mapping

> Summarize a favorite book that you have read using the that you have read using the mapping method. Include such areas as characters, setting, plot, and climax.



*The following activities are culled from a combination of creative works by the authors and adaptations of assignments produced by former students and suggestions offered by instructional journals.

TASK #2

.Character Capers

Select an interesting character in a story and write a character description or caper. A youngster may choose to illustrate or design the character from clay, paper/cloth, finger paints or other creative media.

TASK #3

.Foto Fun

Draw enlargements of the main characters from a story using an opaque projector. Introduce the characters individually to a friend. Tell just enough to generate an interest in reading the same story.

TASK #4

.Grapple with Graffiti

Provide a long strip of butcher paper for the students to construct a graffiti fence. In grappling with the story you have read, illustrate its characters and their role in the story by designing the fence with free-form expression.

TASK #5

SSV - (Sustained Silent Viewing)

Students view silent filmstrips (audio turned down), addressing themselves to vocabulary reinforcers, grammar illustrators, and comprehension. After viewing, the student writes down vocabulary that appeared, comprehension questions, and structural sentences, thus creating a guidebook for viewing the strip with sound.

TASK #6

The Pits

As you read your story was there any one character who made you think of yourself? Why did you Identify with this character? What feelings will you Project to others about the story? Tell a classmate about one of the most interesting sections of the story . Select a lower-grade youngster to tell your story to.

TASK #7

Jazzy Jacket

Design a jazzy jacket (product advertisement) for a book you have just read. Include the AIDA, so that you will appeal to the new readers sense of need for reading this title.

TASK #8

.Read a Picture

Visually read the details and supporting details of a picture. Note these by writing key descriptor words or phrases about the picture. A partner without having seen the picture will attempt to illustrate using the describer words. Upon completion, compare pictures by discussion. An additional activity might include writing a story about the picture and developing comprehension questions to parallel the story.

TASK #9

.Newsy Notes

Provide a list of items to locate in a local newspaper. Include such news-worthy ideas as: find a good dog food; tear out an important current event; or locate an editorial dealing with professional sports.

TASK #10

.Read-O-Mathic

Combine reading and mathematics by presenting several operational problems on a ditto. The youngster must correctly find the solution by using the number of syllables in the word.

ge/og/ra/phy	4
+ du/pli/cate	+3
	7

Sea/sons	2
X En/cour/age	X 3
	6

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